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ABSTRACT

Language Assessment Scales, Level 2 (LAS II) are used to assess the linguistic proficiency of limited-English-speaking or non-English-speaking adolescents. LAS II, like its predecessor, LAS I, provides a picture of oral linguistic proficiency based on a student's performance across four linguistic subsystems: phonemic, lexical, syntactic and pragmatic. It is two independent tests, one in English and the other in Spanish. The phonemic section includes auditory discrimination and phoneme production items. The lexical section consists of words of varying levels of difficulty and with important phonemic features. The method used is identification of a picture. The syntactic section has two parts: (1) the student listens to a sentence and points to the picture illustrating the sentence, and (2) the student listens to a story and retells it in his/her own words. Because of the close connection between cognitive and linguistic development, interpretation of these results must be done by a native speaker and must take into account the age of the student. The pragmatic area is tested by having the teacher rate the student on his/her ability to carry out certain relevant tasks requiring language. The examiner's manual contains the LAS II rationale, instructions for administration and scoring, the examiner's test sheet, a group summary sheet, language samples and notes on LAS II validity. (AMH)

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Language Assessment Scales

LAS II

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LINGUAMETRICS GROUP

EXAMINER'S MANUAL

FOR

LAS® II
LANGUAGE ASSESSMENT SCALES

LEVEL 2

For Grades 6 and up

ENGLISH/SPANISH

Developed by
Sharon E. Duncan & Edward A. De Avila

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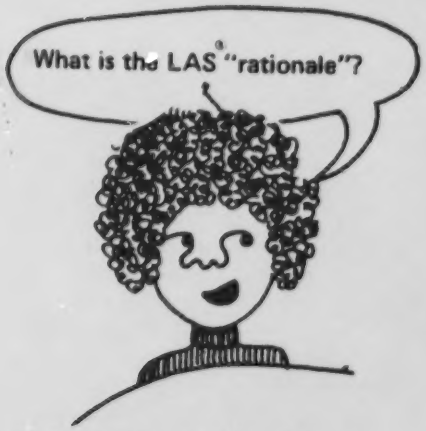


THE LAS® RATIONALE
Level II
(Grades 6 and up)

The assessment of the linguistic proficiency of an adolescent is confounded by a wide variety of extra-linguistic factors ranging from biological to sociocultural influences. It is therefore critical, before any attempt is made to assess the linguistic competency of an adolescent, that these factors be considered.

In the following introductory paragraphs some of the issues affecting the linguistic behavior of adolescents will be discussed so as to provide the reader with a most rudimentary understanding of how these variables may interact with one another so as to produce the language usage patterns characteristic of adolescents and young adults. Following this brief introduction, the Language Assessment Scales, Level II, will be described in detail.

The Language of the Adolescent

As the world of the adolescent is very different from the world of the child along a number of dimensions which include the physical, psychological, sociocultural and intellectual (Niemark, 1975), so the language of the adolescent differs qualitatively from the language of the child. All of these dimensions must be considered in the development of plans for the identification, assessment and subsequent treatment of non- and limited-English speakers.

In a physical sense, the adolesccent is growing into an adult. S/he becomes taller and acquires secondary sex characteristics which include, among many others, changes in muscle structure and control and voice timbre. Concurrent with the onset of sexual maturity the adolescent must cope with new sex roles, both in personal interactions with parents and peers as well as in language patterns of communication. Further, as intellectual development progresses the child loses the egocentric mode of thinking which has thus far characterized his/her mode of thought and is able to take others' points of view. In this way language takes on entirely new meaning. By the same token, self-concept and social class acquire increasing importance since language becomes increasingly important as a vehicle for communication.

In terms of Piagetian psychology, at the onset of adolescence, the child is moving from the period of *concrete operations*, which spans approximately the years between seven and eleven, into the stage of *formal operations* (Inhelder and Piaget, 1958). Briefly, this stage is characterized by increased levels of abstraction in thought and language and marked by a growing ability to reason through the use of deductive logic. Through the maturing cognitive processes and ability to deal with abstractions of language, the adolescent is freed from the tryany of "concrete reality." In addition to using language to describe tangible reality, the adolescent who has native linguistic proficiency can now use language creatively to manipulate intangibles and to play with ideas, "To talk of ships and kings and sealing wax. . ."

While the issue of language acquisition and development in young children has been increasingly studied since the late 50's (N. Chomsky, 1957; Brown, Cazden and Bellugi, 1969; C. Chomsky, 1969; Bloom, 1975), research on language growth in the adolescent is scarce. What has been done (O'Donnell, Griffin and Norris, 1967; Slobin, 1968; Labov, 1969; Menyuk, 1971) would seem to indicate that adolescent language is a complex and dynamic phenomenon, and that the entire process of language acquisition, from birth to death, is very closely tied to both physical and cognitive development. This relationship is described by Menyuk (1971) as follows:

> Although there is no further nerve cell growth after birth, there presumably is biochemical and electrophysiological evidence of maturation of the brain until the teens. In relationship to this observation there is a fixed gross developmental schedule in language acquisition which is tied to this maturation. If language has not been

> acquired or if the developmental schedule has been retarded in the period before puberty, further development after puberty is extremely restricted. (P. 51)

This would seem to indicate — and is, in fact, supported by various research — that the acquisition of a second language is far easier before a child enters adolescence. Among the differences between adult and child language acquisition, Ervin-Tripp (1968) finds that children are more perceptive to the sounds of a language than adults. Lennenberg's findings (1970) show that the ability to learn a second language without an accent is fairly high at the age of three or four but diminishes with age.

Viewed in a dramatic context, all of the above may be seen as the stage setting into which the non or limited-English speaking adolescent must enter. And it then becomes incumbent upon administrators and educators to produce and direct the drama.

There are various and very distinct antecedent conditions which may be involved in the development of the non-English speaking (NES) and the limited-English speaking (LES) adolescent found in numerous rural, suburban and urban settings across the United States. One example might be the 11- or 12-year old "new arrival" whose parents have just immigrated to the United States. By age 11, the child has fairly fixed linguistic habits with regard to phoneme production and discrimination in his/her native language. Although the requisite concepts and labels have been acquired in Chinese, Spanish, Tagalong or Vietnamese, in a monolingual English-speaking environment the language tools and strategies which have been naturally developing since birth in the native language no longer work. Thus in addition to establishing new peer relationships in a foreign culture, the NES adolsecent must learn survival tactics of existing in a monolingual English speaking education system.

Or, an example of a LES adolescent is the 15-year old who has lived in the United States since, or shortly after birth and spent the first five years of life in a monolingual non-English speaking home. Then at age five, with much of his/her linguistic development completed, this child is suddenly thrust into a monolingual English speaking classroom. Given the child's need for language in order to survive and to communicate (Lennenberg, 1970), in all likelihood this child will soon "pick up" enough English to communicate with classmates and understand an increasing number of teacher utterances. As the child progresses through the elementary school system, this "picking up" continues to such an extent that, to the untrained observer, the child may well appear to have been linguistically assimilated into the English language community. In reality, what can happen is that the five-year linguistic gap with which the child started school has probably turned into at least a two- or three-year academic gap by the time the child becomes an adolescent.

Thus, while the background of NES and LES adolescents may differ depending upon the stage of physical and psychological development attained when the child was thrust into the mainstream educational system, the issues of identification and assessment for purposes of providing subsequent assistance remain the same.

The Language Assessment Scales (LAS), Level II

The LAS® II, like its predecessor LAS® I, is a convergent assessment measure. That is, rather than depending on a single aspect of language, the LAS® provides an overall picture of oral linguistic proficiency based on a student's performance across four linguistic subsystems.

Also like LAS® I, it should be noted LAS® II is actually two tests, one in English and one in Spanish. While both are based on the same theoretical approach, neither is a translated test but rather two totally independent tests, each based on the same analysis of four language subsystems.*

The LAS® rationale takes as a point of departure, the generally accepted notion that language consists of four primary subsystems: the *phonemic system* (the basic sounds of the language), the *referential system* (the "words" of the language), the *syntactical system* (the rules for making meaningful sentences), and the *pragmatic system* (the use of language to obtain specific goals). It also assumes that a measure of language skill must be first concerned with what the person *can* do and not what s/he usually does.

It is for this reason that the approaches employed by both LAS® I and II are meant to facilitate the child's performance, so that the picture which emerges represents the best the child can do at this time and not a measure of the child's fear of the test situation or unfamiliarity with the "demand characteristics" of the test situation. The goal of the LAS®, then, is to assess the student's capabilities in the four sub-systems of English and/or Spanish in the most optimal manner possible, as suggested by research and practical experience.

*For a more detailed discussion of the difficulty, if not impossibility, of translating tests from one language to another, the reader is referred to De Avila and Havassy, 1974.

The Phonemic System

The foundation of any language is its phonemic system. It is from this small set of basic sounds, the phonemes, that all meaningful words of the language are constructed. For this reason if the student cannot hear the difference between these basic sounds (decode them) then he/she will not be able to understand words constructed from them in informal and instructional conversations. On the other hand, if the student cannot pronounce the sounds (encode them) then others will have difficulties in understanding his/her communications. It is these phonemes and the variants or allophones, which present the most difficulties to the student moving from one language to another. In addition there is increasing evidence that familiarity with the phonemic system is a very important aspect of learning to read and write (C. Chomsky, 1970; N. Chomsky, 1970; Read, 1971; Jakobson & Halle, 1956).

The LAS® II measures both the decoding and encoding of the English and Spanish phonemic systems with particular emphasis on those sounds which are not most distinctive and difficult for the person learning English (and Spanish) as a second language (De Lattre, 1965; Bolinger, et al, 1973). Because the phonemic system is the foundation of any and all linguistic communications it is given somewhat particular emphasis in both LAS® I and II.

The ability to decode the phonemes and allophones is measured in Section I by requiring the student to identify a pair of words, in which the phonemes or allophones are embedded, as sounding the same" or "different," "iguales" or "diferentes"; e.g., yes-Jess, or paño-baño. This method is a modification of the Wepman auditory discrimination test. The production of the phonemes and allophones (encoding) is measured in Section III through the traditional task of having the student imitate a word and a short sentence in which the sound is embedded (Irwin, 1960).

LAS® I and II both include auditory discrimination and phoneme production items in order to determine if the subject has a problem with a significant aspect of language; i.e., does he or she have a communication problem and thus a need for help. Whether a student pronounces the initial "p" of the American English word "party" as an aspirated or as an unaspirated stop there probably won't be any lack of communication. However, if the student cannot distinguish between "sheep" and "cheap" or "yellow" and "jello" in either coding or decoding, there will likely be a breakdown in communication and/or an occasion for ridicule, at any age.

The Referential System (Lexical)

The referential system, the next level of language, consists of the meaningful units constructed from the basic phonemes. It is this level of "words" (lexical items or morphemes) which ultimately determines the meaning of any sentence (Langacker, 1967). In addition, it appears that a knowledge of at least some lexical items are extremely important if not absolutely necessary for acquiring syntax of the corresponding language (Miller, 1965; Moeser & Olson, 1974).

It is quite true, as Miller (1965) emphasizes, that a sentence is not "a linear sum of the significance of the words that comprise it." It is also true that words in isolation may have different meanings. However, the fact that a student has problems with American English lexical items is an indication of a weakness which may contribute to difficulty in the mainstream classroom setting. Either the student has not abstracted commonly encountered words or the student has had little or no experience in the language. In either case, the student has a language need or problem, which once identified, can be addressed by specific activities such as those provided in the LAS® Language Arts Supplement.

The Lexical section of the LAS® II consists of a number of words of the varying levels of difficulty. In addition, in most cases these words contain the phonemic features of most importance to the Spanish-English bilingual. The exact method consists of presenting a picture to the student and asking him/her to identify it. A low score on this section indicates that the student has not abstracted words s/he has commonly encountered, thus indicating need for special attention to the student in this area.

> *Caveat:* If the student has had little or no experience with an English or Spanish speaking classroom this section becomes a measure of experience in the English or Spanish language.

The actual words used in the English Lexical section were based on word frequency counts (Lorge-Thorndike, 1952). In this way we were able to identify different words or lexical items which accurately characterize various levels of difficulty as based on frequency. Thus the Lexical section of the LAS® II, like LAS® I, is directly comparable to the Dolch List which was developed and subsequently used to establish reading levels in English.

The Syntactical System

The third level of language is the syntactical system (the rules for combining words into a

meaningful sentence). Syntax is essential for the understanding of the language because the relationship between words provides a major contribution to the meaning of communications in that language. For example, while the sentence "The cat chases the rat" has the same words as the sentence "The rat chases the cat," they have very different meanings. The meaning of a sentence also depends on how words are grouped. As in Miller's (1965) excellent example, the sentence, "They are hunting dogs," may have two distinct meanings depending on whether we group "are hunting" or "hunting dogs."

The usual method of assessing linguistic ability (and specifically, syntactical ability) is through the analysis of the subject's linguistic production. It should be noted that there are a number of problems inherent in using this method to assess syntax.

1. The meanings of the results are difficult to interpret because they do not distinguish between what the subject can do and what it does do (McNeill, 1970);
2. Substantial effects due to socioeconomic class have been observed;
3. Interactions between situation and subcultural groups are often found (Brukman, 1972);
4. It is very difficult to know the exact input the subject is responding to.

The LAS® uses two different methods of measuring syntactical ability. In Section IV (Sentence Comprehension) the student listens to a sentence read and is then asked to point to the picture illustrating the sentence. This method has been used quite effectively in the past (Fraser, Bellugi, & Brown, 1963; Hall & Turner, 1971; Osser, *et al.*, 1969; Labov, 1969) and shows only minimal socio-economic class effects. In an attempt to assess the student's oral syntax production ability, a story-telling device is used in Section V. In this task, the student listens to a short story and then is asked to retell it in his/her own words. The student is then rated on inclusion and use of essential syntactical elements, as well as on overall ability to communicate in the language.

The optional Written Production Section (Part VI.) assesses the student's writing production ability through the further task of having him or her follow up the oral retelling with a written version of the same story. Part VI. is scored in the same way as Part V (on a scale of 1 to 5) on the student's overall ability to communicate in the written language. The written score is not calculated as part of the oral proficiency level, but provides another important dimension of linguistic ability.

It should be noted that the tasks in Sections IV, V and VI are only a measure of general syntactical ability in the communicative sense and not descriptions of specific syntactical structural development.* It is because of the close relationship between cognitive and linguistic development that interpretation of these results must be done by a native speaker and must take into account the age of the student, since the authors' recent research has shown some evidence of developmental differences in patterns of oral and written language samples produced by adolescents.

The Pragmatic System

The fourth area of language covered by both levels of the LAS® is a measure of the student's ability to use the language for his/her own ends (pragmatics). This area has generally been overlooked in both research and applications.

The LAS® attempts to assess this by having the teacher, or some other adult familiar with the student, rate the student on his/her ability to carry out certain relevant tasks requiring language (i.e. describing his/her family composition, describing a science experiment, etc.)

What the LAS® II Results Provide

Because the LAS® II, like LAS® I, is designed to give an overall picture of a student's linguistic ability in English and Spanish by separately assessing the component parts of the respective language systems, the results provided are multidimensional on both an individual and group basis.

Individually, these include:

- A general understanding of the linguistic level or proficiency, based on the total, composite score. A solution to the problem of "language dominance" by providing the Relative Linguistic Proficiency (RLP) in English and Spanish (*i.e.*, an RLP of 5/4 means the student attained a proficiency level of 5 in English and 4 in Spanish).
- A specific identification of the linguistic problems of each student (*i.e.*, sound production, auditory problems, lexical weakness, etc.).
- A breakdown of linguistic development according to the subscales of the test, (phonemic, lexical, syntactical, pragmatic).

*For a more detailed discussion of the evolution of syntactic structures which is illustrative of the interaction between linguistic and cognitive development the reader is referred to Brown (1965).

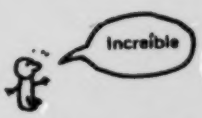
On a group basis the LAS® II results can provide:

- An overall view of the linguistic proficiency levels of all students tested.
- A comparison of linguistic development among students at similar grade/age levels.
- Within-grade and across-grade comparisons of deficiencies and proficiencies.
- Crossmatching of English and Spanish proficiency levels.
- Crossmatching of oral and written proficiency levels in each language.

LAS® Language Arts Supplements

In order to provide a specific means of dealing with the information generated by the LAS® I, a set of 125 language games and activities was prepared for each language. However, results of recent field testing indicate that from 60-65% of these games and activities are appropriate and of interest to students ages 12 to 18. Also, the LAS® Supplements are currently being used in a number of adult education programs across the country.

The activities in the LAS® Supplements are drawn from popular culture. In this way they are intended to be fun. They consist primarily of tongue-twisters, rhymes, riddles and other language-based games taken from a wide variety of cultural and ethnic resources, ranging from 15th century England to the highlands of Puerto Rico and the valleys of southern Colorado and Texas.



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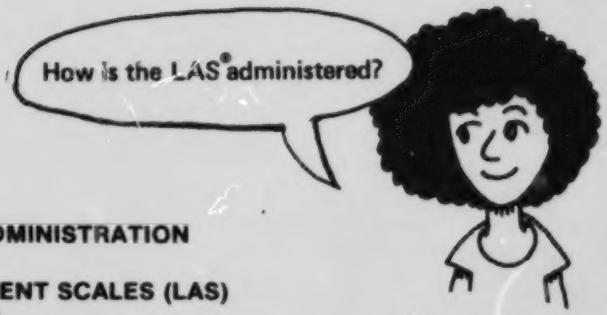


INSTRUCTIONS FOR ADMINISTRATION OF THE LANGUAGE ASSESSMENT SCALES (LAS) LEVEL 2

These instructions should be read thoroughly before any testing takes place. The reader is also urged to practice with several students before actually administering the test.

The Language Assessment Scales (LAS) are to be individually administered. Approximately 20 minutes should be allocated for the testing of each student in each language version. In order to ensure proper results a quiet area is required in which the LAS is to be administered. In addition to the LAS Student Score Sheet for each language to be tested, and the LAS audio-cassette, a cassette tape player is needed for the testing session. An audio cassette tape is supplied with English test items on one side and Spanish items on the other side.

The LAS may be administered by any teacher or other school personnel who are qualified to work with students *and who speak the language of the test as their first language.* In fact, monolinguals tend to be the best testers.

The student should always be made comfortable prior to the actual testing. In all cases it is recommended that a clear reason be given to the student as to the motive behind the testing. It is important that the student be relaxed enough to listen and answer without being pressured.

Identification information should be filled in at the top of the Student Score Sheet *before the administration begins.*

The examiner may ensure that the student is understanding the instructions by talking to the student in his or her first language when necessary. *However, the actual test items must be given in the language being assessed.*

All instructions may be translated by the examiner into words which are best understood by the individual student being tested. This may entail the use of words from another language or a particular dialect.

The tape cassette has been provided as a means of "standardizing" the test. In this way *all* students will have the same chance since they will be responding to the same input. All tapes have been checked for fidelity. Before using them with local machines, however, they should be rechecked so as to ensure quality.

The test items for sections I and III, the Minimal Sound Pairs and Phonemes, are presented on tape to ensure that proper pronunciation is modeled for the student. There is sufficient time between items to allow for the student's response. However, if there is any question as to whether the student had sufficient time to answer or if he or she did not hear the cue correctly, the tape should be stopped and that part should be replayed.

I. Sound Discrimination — Minimal Pairs (Items 1-24)

The examiner should have the tape recorder and the Student Score Sheet for the language to be tested conveniently arranged during the testing session. The Examiner's Manual with a copy of the test items (see page 10 in this section) should be within easy reach for reference during the test administration.

When the student is ready, begin by saying in the appropriate language something like: "You're going to hear some words on the tape and I want you to tell me if they sound the same or different." *(Vas a oir algunas palabras en la cinta, y quiero que me digas si suenan iguales o diferentes.)* Emphasis should always be placed upon making the student understand the task rather than in repeating the instructions verbatim. The examiner should always feel free to paraphrase the instructions, or to seek help from a speaker of the student's native language, just as long as no new information is added. At this point the cassette player may be turned on and the testing begun.

If the student does not understand or respond appropriately to the first item the recorder should be turned off and the examiner should give a further example of what is to be done. Once the student understands the task and is responding to the words on the tape the

examiner should let the tape play until the end of the pairs section (item 24). During this time the tester should make a check mark in the appropriate blank for incorrect responses only.

II. Lexical (Items 25-44)

At this point the Examiner's Manual should be opened to the Lexical section for the language being tested (picture 25) and placed so the student can see the pictures. The examiner should then explain to the student that he or she is to name the object in the picture. This may be done by saying: "I'm going to show you some drawings and I want you to tell me what they are." *(Te voy a demostrar algunos dibujos. Quiero que me indiques lo que son.)* Now the first drawing should be pointed to and the student asked: "What is this?" *(¿Qué es esto?).* The testing should be continued in the same manner through item 44. In this section any appropriate noun is a correct response. For example, *chicken* or *rooster* would be correct for English item 35; *plãtano, guineo, banana,* etc. would be acceptable for Spanish item 32, etc. Incorrect responses should be recorded on the score sheet with a check mark.

III. Phonemes (Items 45-80)

At this point the examiner should say something like, "Now you're going to hear some words and sentences on the tape. I want you to repeat exactly what you hear. If you hear *book,* you say "book." If you hear *that's cool,* you say, "that's cool." *(Ahora vas a oir algunas palabras y frases en la cinta. Quiero que repitas exactamente lo que oyes. Si oyes la palabra pãjaro, di* "pãjaro." Si oyes, *Son las tres,* di, "Son las tres.") The tape should then be turned on.

Once the student understands the task and is repeating the words and sentences heard on the tape the examiner should let the tape play until the end of the phonemic section (item 80). During this time incorrect responses only should be recorded on the score sheet.

IV. Sentence Comprehension

The Examiner's Manual should now be turned to the drawings corresponding to the comprehension section (item 81). Examiner should say to the student: "I'm going to show you some more drawings but this time you'll hear a description on the tape. I want you to point to the drawing that best describes what you'll hear." *(Te voy a demostrar mãs dibujos, pero esta vez vas a oir una descripción. Quiero que me indiques el dibujo que mejor describe lo que vas a oir.)* The examiner should then show the student the first drawings in the comprehension section (item 81) and have him/her listen to the appropriate sentence on the tape. The testing should be continued in this manner with student responding by pointing to one drawing for each item. Incorrect responses should be entered on the Student Score Sheet.

V. Oral Production (Storytelling)

The Examiner's Manual should be opened to the four drawings corresponding to the Storytelling section. The student is shown the four drawings and told s/he will be hearing a story about the drawings on tape. The examiner should say something like: "You're going to hear a story, so listen very carefully, because afterwards I want you to tell me the story exactly the way you heard it." *(Vas a oir un cuento. Quiero que pongas atención porque después, quiero que me cuentes exactamente lo que has oído.)*

The story may be played *only once.* After hearing the story the student is asked to retell it in his/her own words, at which time the examiner writes down vertabim on the Student Score Sheet *exactly* what the student says. If the student is shy or reticent, or has trouble retelling the story, the probe questions should be used. An effort should be made to get 50 words, if possible. The stories (neither is a translation) are given below:

Pink Chiffon (English)

In the land of Ublahdee, where nobody ever did anything, or for that matter ever cared to do anything, there was a group of young people who decided to put together a rock group so that they could make some money and get out of town.

There was a fat kid who played the flute. There was a tall, skinny girl with red, frizzy hair who was the best bass player in town. The lead singer was a black kid who could hold a note for a week. Their dummer, the littlest in the group, could make up such fine rhythms that they kept everybody moving.

The group worked very hard getting their first jobs around town, playing at local dances, weddings and Bar Mitzvahs. And when they got on the stand they brought the house down.

Things were looking good and they used the money they made to buy the wildest van you ever saw. As they drove out of town to bigger and better things you could

tell they were going far.

By the way, they named their group "Pink Chiffon."

Los Astronautas (Spanish)

Allá en el pueblo de Puerto Tortuga, cerquita del mar, donde todo el mundo ya se había cansado de la música "rock," había un grupo de jóvenes que decidieron formar un conjunto de cumbia. Querían ganar plata para comprar una nave espacial y así, huir del pueblo. De modo que formaron el conjunto y lo nombraron "Los astronautas."

Había una joven delgadita y morena que tocaba el clarinete. El gordito, de cabellos largos y rubios, era el mejor tamborista del pueblo entero. Al cantante del conjunto, recién llegado de Jalisco, le llamaban "Gaviota." Y la guitarista, la más lista del grupo, tocaba con tanto espíritu que todo el pueblo anadaba cantando sus contagiantes ritmos de cumbia.

El conjunto trabajaba bien duro, cumpliendo sus compromisos por el pueblo, presentándose en las fiestas de cumpleaños, los bautismos y los velorios. Y cuando tocaban no los dejaban parar hasta la madrugada.

Todo les iba requetebién, pero un día, con la plata que ya habían ganado, compraron una nave espacial muy elegante y salieron del pueblo en una gran bola de fuego.

VI. Written Production (Optional)

Following the retelling of the story, the examiner should give the student the Written Production sheet and tell him or her that these are the same pictures from the story; that she or he is now to *write* down the story as closely as possible to the way it was told on the tape. A quiet space should be provided for the student.

Observations

At some point following the testing session the examiner (or teacher) should fill out the Observation section of each student's score sheet. The average of these observation can then be used as a comparison with the student's final proficiency level. The levels should be quite similar, if the testing has been conscientiously conducted.

EXAMINER'S TEST SHEET
LAS® II
LANGUAGE ASSESSMENT SCALES©
(English)
Level 2

I. MINIMAL SOUND PAIRS

Student instructions: When you hear two words on the tape, tell me if they sound the same or different.

Examples: go, big — different
meat, meat — same

1. them—them
2. pet—pat
3. very—berry
4. yellow—yellow
5. hit—hit
6. hop—up
7. specially—especially
8. back—back
9. deep—dip
10. rot—rat
11. rang—rang
12. thumb—thump
13. thin—tin
14. chal: —chain
15. rice—rise
16. set—set
17. mold—mold
18. fussy—fuzzy
19. shop—chop
20. send—sent
21. whether—weather
22. rain— ay
23. sun—some
24. cold—gold

II. LEXICAL

Tell student you'll be showing him/her some pictures. Then point to each picture and ask: What's this?

25. table
26. train
27. dog
28. apple
29. sofa (couch, etc.)
30. bicycle
31. elephant
32. banana
33. knife
34. space ship (rocket)
35. chicken
36. bread
37. hammer
38. submarine
39. dinosaur
40. watermelon (melon)
41. candle
42. airplane
43. camel
44. cheese

III. PHONEMES

Student instructions: Are you ready? I want you to say exactly what you hear on the tape.

Examples: If you hear book, you say book.
If you hear, that's cool you say, _____

45. this
46. My father is further.
47. very
48. The rivers are moving.
49. yoga
50. The yard is yellow.
51. hat
52. The ham's hot.
53. luck
54. She hugged the bum.
55. bad
56. He sat on a mat.
57. strum
58. She smiled and spilt.
59. thing
60. Old Kathy is thin.
61. chew
62. The chocolates are cheap.
63. please
64. The bees are busy.
65. pat
66. Let the man in.
67. load
68. The food was good.
69. big
70. He bit the mitt.
71. rib
72. The crab was in the tub.
73. bag
74. My girl is gone.
75. from
76. The room is warm.
77. popcorn
78. The peppers are pickled.
79. while
80. There's white and wheat.

IV. COMPREHENSION

Student instructions: I'm going to show you some more drawings but this time you'll hear a description on the tape. I want you to point to the drawing that best describes what you'll hear.

81. The fork is held by the girl, but the spoon is held by the boy.
82. The woman is sitting in the little car and the man is sitting with her.
83. The little girl who is wearing a dress and riding the bicycle is being pushed by the boy.
84. There are five animals: two ducks and three chickens. Point to the little boy who is holding his hands up.
85. One girl is eating with a fork; the other girl is holding a spoon but not eating. Point to the girl who is stirring.
86. If you were asked to point to the picture which shows only half of the people in the picture crying, which picture would you point to?
87. After the big girl rode the horse, she helped the little girl get on.
88. There are three pictures of little boys. Point to the picture where there is only one little boy who is not standing.
89. Point to the picture which shows no more than one boy who is sitting and one barefoot girl talking on the telephone to a friend who cannot be seen in the picture.
90. Point to the picture which shows a spotted dog and a striped cat, neither of which is jumping over the fence.

V. PRODUCTION
(Storytelling)

See Score Sheet, Part V.

EXAMINER'S TEST SHEET
LAS® II
LANGUAGE ASSESSMENT SCALES©
(Spanish)
Level 2

I. SONIDOS MINIMOS EN PARES
(Minimal Sound Pairs)

Instrucciones al estudiante: Cuando oyes dos palabras en la cinta, dime si suenan iguales o diferentes.

Ejemplo: 1) libro, planta — diferentes
2) equipo, equipo — iguales

1. todo—toro
2. derecha—derecha
3. coro—corro
4. pisada—posada
5. como—como
6. boca—boca
7. acosar—acusar
8. mitad—mitad
9. mesas—meses
10. pasar—pisar
11. cara—caro
12. subido—subido
13. pecar—pecar
14. lugar—ligar
15. temor—tumor
16. cinco—cinco
17. paño—baño
18. día—día
19. buscar—luzgar
20. cana—caña
21. pidiendo—pudiendo
22. puna—pena
23. forro—forro
24. casa—gasa

II. LEXICO (Lexical)

25. mesa
26. tren
27. perro
28. manzana
29. sofá
30. bicicleta
31. elefante
32. plátano (banana)
33. cuchillo
34. cohete
35. pollo (gallo)
36. pan
37. martillo
38. submarino
39. dinosaurio (dinosaurio)
40. sandía
41. candela (vela)
42. avión
43. camello
44. queso

III. FONEMAS (Phonemes)

Instrucciones al estudiante:
¿Estás listo/a? Repite exactamente lo que oyes en la cinta.

Por ejemplo, si oyes, "pájaro" vas a decir pájaro. Si oyes, "Son las tres," vas a decir _____ .

45. sbre
46. No es de la prima.
47. colibrí
48. Irma tocó el hilo.
49. araña
50. Mi señora llega mañana.
51. tierra
52. Rapido corre el tiempo.
53. nada
54. Dime la verdad.
55. pájaro
56. Es el reloj de Julio.
57. entra
58. No lo dejé aquí.
59. tardecer
60. Es el arte de María.
61. bosque
62. Es una botella de vino.
63. sapo
64. Ponte el pañuelo.
65. tabla
66. Los pajaritos no cantan.
67. goma
68. Los tigres comieron trigo.
69. uvas
70. Lupe no tiene espíritu.
71. máscara
72. Silvia trae la canasta.
73. queso
74. ¿Quien se va a quedar?
75. sol
76. Sirve mejor con jimon.
77. sopa
78. Se ve un gato.
79. llanta
80. El martillo está en la silla.

IV. COMPRENSION

Instrucciones al estudiante: Te voy a demonstrar más dibujos, pero esta vez vas a oir una descripción. Quiero que me indiques el dibujo que mejor describe lo que vas a oir.

81. Los tres niños que corren persiguen al niño que corre.
82. De los tres dibujos, indique (o señale) en el cual está la niña pequeña culumpiándose.
83. Indique el dibujo en el cual está una chica joven, alta y delgada sentada en una banca.
84. Indique el dibujo en el cual el niño fastidia a la niña agarrándole su juguete.
85. Indique el dibujo en el cual ni la chica ni el chico pueden pagar su cuenta por falta de dinero.
86. Indique el dibujo en el cual demuestra que mientras el chico disfrutaba su comida un árbol le cayó.
87. ¿En cual de los tres dibujos se ve que mientras el perro saltaba a la cuerda el gato se contemplaba en una silla.
88. Los vasos han sido rotos por la niña grande y la niña pequeña. Indique el dibujo en el cual el vaso no ha sido roto por nadie.
89. Véase el dibujo que está en el centro. Note el dibujo que está a la izquierda. Hay dos niños que están llorando y dos que están contentos. Indique el dibujo en el cual no hay menos de tres personas contentas.
90. Hay cuatro niños y quizás haya una niña escondida detrás de una de las puertas. Indique el dibujo en el cual los dos niños están cerrando la puerta.

V. PRODUCCION — CUENTOS (Production — Storytelling)

Véase Score Sheet, Part V.

HOW TO SCORE THE LAS®
Level II

The LAS® II is scored in much the same manner as the LAS® I. The following instructions should be read very carefully by those who are scoring the LAS® for the first time.

The scoring of the LAS® II is done in three steps, as follows:

Step 1. Scoring PAIRS (I), LEXICAL (II), PHONEMES (III), and COMPREHENSION (IV).

The initial scoring takes place simultaneously with the administration of the first four parts of the test. Therefore, as discussed in the Administration Instructions, it is essential that there be agreement among the examiners as to what constitutes a correct response. As each item for Pairs, Lexical, Phonemes and Comprehension is given, the examiner simply marks the items that are *failed* by entering a check mark in the space directly adjacent to the item number listed on the Student Score Sheet. No mark is made for a correct response. This process facilitates the calculation and interpretation of LAS® scores.

The score for each subscale is then transferred to the appropriate Scoring Calculations Box on the Student Score Sheet.

Step 2. Scoring ORAL PRODUCTION/Storytelling (V).

The scoring of Part V of the LAS® must be done by a native speaker of the language the test was administered in.

After the Storytelling section of the LAS® has been administered and the student responses recorded according to instructions, the responses are scored on a 5-point scale (Levels 1 throug' 5) *within each age group,* (Group A: 12-14 yrs.; Group B: 15 yrs. & older) as shown by the examples in the appendix which follows this section.

However, before the Storytelling section of the LAS® is scored, it is essential that an acceptable level of reliability be established between those scoring this section. A procedure for obtaining the required inter-rater reliability is described below. It is strongly advised that this exercise be conducted by anyone who is unfamiliar with the LAS® procedure used in determining a student's score for the oral or written production (Storytelling) section of the test.

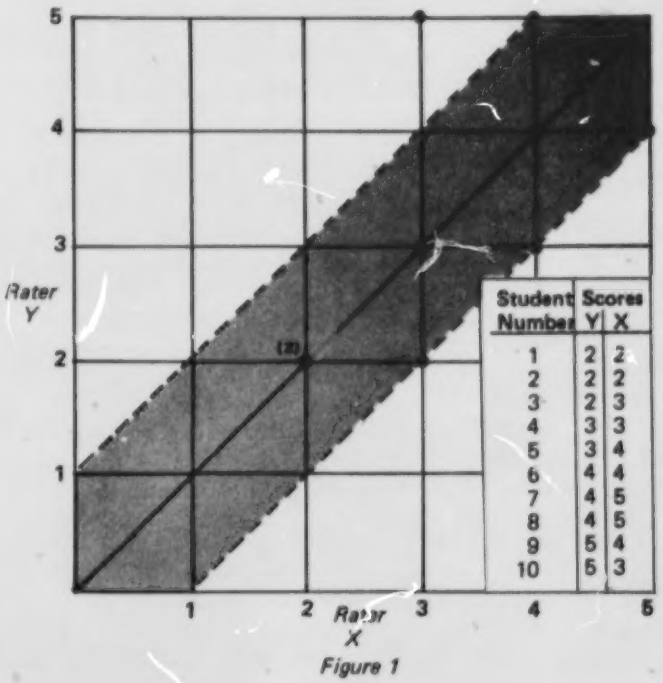


Figure 1

Figure 1 may be used as a guide for determining inter-rater reliability. By plotting two independent ratings on the same child it is possible to determine the extent of agreement across any number of children. Thus, a score obtained by rater X may be compared with the score obtained by rater Y by placing a dot at the intersection of the two scores. For example, a score of 3 by rater X can be compared to a score of 4 by rater Y by placing a dot at the intersection

of 3X and 4Y on the figure. It should be noted that in the case where there is perfect agreement the dot would fall on the solid diagonal line drawn at a 45° angle. The two dotted lines which are drawn parallel to the solid diagonal represent the area which represents scores differing no more than one level. As can be seen, the dots in the above figure represent the scores given by two raters for ten different students.

Raters should strive to obtain a level of inter-judge reliability such that on ten ratings two independent or different raters would disagree no more than one score level, not more than once in the ten ratings. In other words, if two different raters were to plot their scores, no more than one dot would fall outside of the shaded area.

In those cases where there are disagreements, raters should review among themselves the bases upon which their ratings were made so as to gain some common understanding on which ratings can be made which will lead to an acceptable level of reliability. To confirm or verify the reliability established among the raters, the scoring on Part V may be done as follows:

(a) Sort all of the score sheets of one language into the correct age group as follows*:

Group A: 12-14
Group B: 15 and older

(b) *Within each age group* sort the score sheets into five levels of proficiency as described below, and shown in the examples included in the appendix following this section. (If nothing at all is produced *in the language tested*, give a zero to Part V. For example, if the English version of the test was administered and the student responded in Spanish — or in Chinese, Tagalog, etc. — the score is zero because no *English* was produced.)

(c) After each age group has been sorted into the five stacks (representing the varying levels of proficiency) a review should be made of each stack to ensure consistency of the sorting.

(d) Mark the agreed upon score for Part V in the Scoring Calculation Box 5 on each Student Score Sheet.

Description of the Oral Production Proficiency Levels

Level 1. Minimal production. At Level 1, the student produces only isolated words and expressions. While there are some differences across the age groups, they are very slight at this level of performance.

Level 2. Fragmented production. At Level 2, a few isolated phrases and fragmented or very simple sentences are produced. Sentences are usually incoherent and may be difficult to associate with the storyline.

Level 3. Labored production. At Level 3, complete sentences are produced with systematic errors in syntax and fact. Sentences are longer and more coherent than in Level 2.

The most salient characteristic of Level 3 is that a more or less complete version of the story is produced, although the sentences, while more coherent than in Level 2, are still awkward and syntactic errors tend to repeat themselves. Thus, while the student may be able to produce sufficient vocabulary and facts necessary to retell the story, s/he has difficulty in combining the words *with the same facility as that of the native speaker.*

Level 4. Near perfect production. At Level 4 the student produces coherent sentences with native-like fluency with only an occasional error in either syntax or vocabulary.

Level 5. Perfect production. At Level 5 the student produces complete sentences which are coherent, syntactically correct for his/her developmental age and reflect accurate reproductions of the story. For Level 5, the only acceptable deviation from the example would be by way of additional elaboration. At Level 5, the student is an articulate native speaker.

It will be noted that the *descriptions* of language produced at the various levels are virtually the same as for younger children. What is noticeably different for older children, however, is in the sophistication and complexity of the sample produced.

Also, as with Level I, it should be borne in mind that the purpose of the Storytelling section is to provide a vehicle through which to elicit a natural language sample of appropriate length. As can be seen in the examples provided in the Appendix to this section, students will often retell the story substituting their own vocabulary and syntactical patterns. These transformations are perfectly acceptable since the object of the test is to measure the student's level of proficiency based on natural speech.

Step 3. Computing a Total Score.

In order to generate a total score in a mathematically proper fashion, calculations in the Scoring Calculation Box should be done according to the following simple procedure

1. Count number of items *correct* in Pairs section and enter converted score (from Equivalency Tables, Cols. 1 or 2 below) in Box 1 of Score Sheet (See example below.
2. Count number of items *correct* in Lexical section and enter converted score (Cols. 3 or 4 in Box 2.

*Because of developmental effects on language acquisition, scoring *must* be done on the basis of comparison within the correct age group.

3. Count number of items *correct* in Phoneme section and enter converted score (Cols. 5 or 6) in Box 3.
4. Count number of items *correct* in Comprehension section and enter converted score (Col. 7) in Box 4.
5. Take score for Production section (Storytelling) and enter converted score (Col. 8) in Box 5.
6. Add scores in Box 1-5 and enter total in Box 6.
7. Multiply number in Box 6 by 100 and enter Total Score in Box 7.
8. "Level" can be entered in Box 8 by referring Total Score (Box 7) to conversion table (Table 3).
9. An Average of the Observations ranking may be entered in Box 9.
10. If the Written Production section was administered, enter that score in Box 10.

PAIRS (I)			
No. Correct	Col. 1 Conv. Score	No. Correct	Col. 2 Conv. Score
1	.005	13	.068
2	.010	14	.073
3	.016	15	.078
4	.021	16	.083
5	.026	17	.089
6	.031	18	.094
7	.036	19	.099
8	.042	20	.104
9	.047	21	.109
10	.052	22	.115
11	.057	23	.120
12	.063	24	.125

LEXICAL (II)			
No. Correct	Col. 3 Conv. Score	No. Correct	Col. 4 Conv. Score
1	.006	11	.069
2	.013	12	.075
3	.019	13	.081
4	.025	14	.088
5	.031	15	.094
6	.038	16	.100
7	.044	17	.106
8	.050	18	.113
9	.056	19	.119
10	.063	20	.125

Table 1. Equivalencies for Pairs (I) and Lexical (II).

PHONEMES (III)			
No. Correct	Col. 5 Conv. Score	No. Correct	Col. 6 Conv. Score
1	.004	19	.066
2	.007	20	.069
3	.010	21	.073
4	.014	22	.076
5	.017	23	.080
6	.021	24	.083
7	.024	25	.087
8	.028	26	.090
9	.031	27	.094
10	.035	28	.097
11	.038	29	.101
12	.042	30	.104
13	.045	31	.108
14	.049	32	.111
15	.052	33	.114
16	.056	34	.118
17	.059	35	.122
18	.063	36	.125

COMPREHENSION (IV)		PRODUCTION (V) (STORYTELLING)	
No. Correct	Col. 7 Conv. Score	Score	Col. 8 Conv. Score
1	.013	1	.100
2	.025	2	.200
3	.038	3	.300
4	.050	4	.400
5	.063	5	.500
6	.075		
7	.088		
8	.100		
9	.113		
10	.125		

Table 2. Equivalencies for Phonemes (III), Comprehension (IV) and Production (V).

For example, the scoring calculations for a student with the raw scores of Pairs: 22; Lexical: 17; Phonemes: 30; Comprehension: 8; Production (Storytelling): 3; Teacher Observations (av.) 3; and Written Production: 2 would be as follows:

SCORING CALCULATIONS

Prs.	Lex.	Phon.	Comp.	Prod.	Sub-Total			Total	Level
.115	+ .106	+ .104	+ .100	+ .300	= .725	× 100 =		72	= 3
1	2	3	4	5	6			7	8

Obs.	Wr. Prod.
3	2
9	10

Tables 1 and 2 above have been prepared as a means of simplifying calculations. The above scoring procedure is based on the following equation:

$$\left[.125\left(\frac{\text{Pairs No.correct}}{\text{No.possible}} + \frac{\text{Lexical No.correct}}{\text{No.possible}} + \frac{\text{Phonemes No.correct}}{\text{No.possible}} + \frac{\text{Comp. No.correct}}{\text{No.possible}}\right) + .50\left(\frac{\text{Prod. Score}}{\text{Possible}}\right)\right] \times 100 = \text{Total Score}$$

As can be seen, the procedure represents an attempt to standardize each subscale and to weight the Production section as the most important part of the test. By multiplying the total score which is weighted percentage of the total test, the final score is based on a continuum of from 0 to 100.

The meaning of the Total Score may be interpreted by comparing any given score with the scores described in Table 3 below.

Score	Description	Level
92-100	Totally fluent English (or Spanish)	5
82-91	Near-fluent English (or Spanish)	4
72-81	Limited English (or Spanish) speaker	3
62-71	Non-English (or Spanish) speaker; apparent linguistic deficiencies	2
52-61	Non-English (or Spanish) speaker; total linguistic deficiencies	1

Table 3. Normative Interpretation of LAS® Scores.

Step 4. Scoring the Written Production Section

If the optional Written Production Section was administered, it should be socred in the same way as Part V, sorting the Score Sheets into the appropriate age group and then into five proficiency levels within each age group. The Written Production Score is *not* calculated as a part of the overall oral proficiency level.

Using the LAS® Group Summary Sheet

Once individual student scores have been calculated, these scores may be summarized on the LAS® II Group Summary Sheet grouped according to age, grade, class, teacher, or school, as desired.

The LAS® II Group Summary Sheet provides the following information:

1. Individual student raw scores for the LAS® subscales I-V. (Cols. 1-5)
2. Individual student total score. (Col. 7)
3. Individual student total level. (Col. 8) When tested in both English and Spanish this will provide relative linguistic proficiency (RLP). For example, if a student's total scores in English and Spanish, respectively, were 82 and 66, then s/he would have a relative linguistic proficiency of 4/2.
4. Pragmatic observations (optional). (Col. 9)
5. Written Production level (optional). (Col. 10)

LAS® II Group Summary Sheet

District _____ School _____

Teacher _____ Date _____

Name	Age	Grade	1 Prs.	2 Lex.	Phon.	4 Comp.	5 Prod.	6 Sub-Total	7 Total Score	8 Level (RLP)	9 Obs.*	10 W.R. Prod.*
1.			E / S	E / S	E / S	E / S	E / S	E / S	E / S	E / S	E / S	E / S
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												

*Optional

This form may be reproduced as required.

APPENDIX TO SCORING INSTRUCTIONS

Examples of the five levels
of production proficiency by age and language

LEVEL 1 — Minimal Production

At Level 1 the student produces only isolated words and expressions. While there are some differences across the age groups, they are very slight at this level of performance.

1+2 No response
3) "Play music"
4) "He was fat - no mas."
5) "The guitar"
6) No response
7) "No se en inglés"
8) "Buy a van. They left."

Example 1 (12-14 yrs. English)

They wanted money, then sing,
1- good
2- no answer from her
3- sing
4- no answer from her
5- the battery
6- they, he sing
7- sing
8- they buy car

Example 2 (5 yrs. & older — English)

gordito, placa, musica,
fiesta, la guitarra.

Example 3 (12-14 yrs. — Spanish)

Es muchachos y muchachos
se llama jovenes. Un muchacho.
I understood part of it, but
I can't say it in Spanish

Example 4 (15 yrs. & older — Spanish)

LEVEL 2 — Fragmented Production

At Level 2 a few phrases and fragmented or very simple sentences are produced. Sentences are usually incoherent and may be difficult to associate with the storyline.

The people make a club
like a music club.
They want to make money to
get out of the town.
That's all.

Example 5 (12-14 yrs. — English)

Nobody could... about people,
their singing... left out of
town

had guitar

(does not remember)
Buy some instruments

Example 6 (15 yrs. & older — English)

La muchacha más alta, el
mar. El rock, guitarra
musica
Cabello largo

Example 7 (12-14 yrs. — Spanish)

El pueblo esta cerca de un
"lake". Noma; estaban flojas
No se. Un rocket.

Example 8 (15 yrs. & older — Spanish)

LEVEL 3 — Labored Production

At Level 3 complete sentences are produced with systematic errors in syntax and fact. Sentences are longer and more coherent than in Level 2, and, as in both Levels 1 and 2, there may be slight developmental differences.

The most salient characteristic of Level 3 is that the sentences, although more coherent than in Level 2, are still somewhat awkward and syntactic errors tend to repeat themselves. Thus while the student may be able to produce all of the vocabulary and facts necessary to retell the story, s/he still has difficulty in combining the words with the same facility as that of the native speaker.

There was 4 guys. They want make a group, and make some money. Was a fat one, a little girl. They ran away.

Example 9 (12-14 yrs. — English)

A group of boys that used to play. Si? And there was a, a the shortest boy that played the drum. Si? There was a girl that she used to play real good. There was a fat boy who used to play the flute. They got out of town and they went to bigger and better places. Ya?

Example 10 (15 yrs. & older — English)

En el pueblo de "Tortuga" estavan cansados de la musica, un muchachos. y comensar focar cumbias y después comparon un cohete, y sileran de publeó en el cohete.

Example 11 (12-14 yrs. — Spanish)

Se trata de un unos muchachos que, que estaban, hay artos del rock, la muchacha, la morena de la flaguita le gustoba, no se como se del el estroy. El huero chiquito era el mejor que tocaba los, el instrumento. Coma se aloma? Los tambores? y la muchacha lista era muy lista. Tocaba la guitarra y es todo.

Example 12 (15 yrs. & older — Spanish)

LEVEL 4 — Near Perfect Production

At Level 4 the student produces coherent sentences with native-like fluency, with only an occasional error in either syntax, vocabulary or story content.

There once was a land where nothing was done. And a group of men got together & decided to make a rock group. They had the best singer, drummist, flutist, guitarist, in the land. They worked hard playing at many places. And after awhile had enough $ to buy the wildest van youive ever seen.

By the way, the name of the group was pink chablis.

Example 13 (12-14 yrs. — English)

Pink Chiffon

There was a town called Bobbledeebah where nubody did much of anything. There was a group of people who decided to open a rock group. There was a fat little flute player, a tall skinny girl with frizzy hair who played the meanest bass around. And then there was a neat little drummer & a black guy who could really sing. And when they opened up, they brought the house down. And they made a lot of $ & they bot the wildest van around & then they split. The name of the band was Pink Chiffon.

Example 14 (15 yrs. & older — English)

Que era un pueblo que estaba cerca del mar y que todas habian cansado de la musica rock y entonces unos decidieron formar un grupo, un grupo musical de cumbias proque querian comparar una nave para salir del pueblo y trabajaban muy duro habia un gordito de pelo largo, era el mejor tamborista del pueblo y al que cantaba le decian el gaviota y cuanto iuntaron dinero comparon un cohete y se fueron a la luna y se fueron del pueblo.

Example 15 (12-14 yrs — Spanish)

Habia en el puerto Tortuga. serca del mar un pueblo que ya esta cansado der Rock y llego un grupo a formar un conjunto decumbias se llamaba los astronautas. Una muchacha alta y delegada tocaba la guitarra. Un muchacho el mejor Que tocaba el tamboren el pueblo y el Que cantaba era de Jalisco y ellos fueron y comparon cohete y se fueron.

Example 16 (15 yrs. & older — Spanish)

LEVEL 5 — Perfect Production — English

At Level 5 the student produces complete sentences which are coherent, syntactically correct for his/her developmental age and reflect accurate reproductions of the story. For Level 5 the only acceptable deviation from the example would be by way of additional elaboration. At Level 5 the student is at articulate native speaker proficiency.

Once in the country of Ooblagee the people in this country didn't have to do anything. There was once a group of young kids who decided to make a rock group. The fat boy played the flute and the tall red head w/frizzy hair was the best bass player in the land. There was a black kid who was the lead singer + could hold a note for a week. - And there was a drummer - the shortest in the group who could make up some really jazzy music. They worked hard to get their jobs in the country. They worked at dances, weddings, + Barmitzvahs And whenever they sang they brot the roof down. And when they had enough $ they bot the crazies van + went down the road to far better things.

Example 17 (12-14 yrs. — English)

Pink Chiffon

In the land of Ulalee where nobody did nothing or for that matter cared, a group of kids decided to start a rock group. There was a fat kid who played the flute, a tall red fuzzy haired girl who played the guitar + a drummer who could hold a note for a week. They worked hard to get a job around town, playing at dances, weddings, + B.M.'s + with the $ they made, they bot a far out van + you knew they'd go. The name of the group - Pink Chiffon.

Example 18 (15 yrs. & older — English)

LEVEL 5 — Perfect Production — Spanish

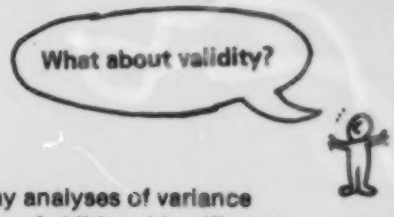
At Level 5 the student produces complete sentences which are coherent, syntactically correct for his/her developmental age and reflect accurate reproductions of the story. For Level 5 the only acceptable deviation from the example would be by way of additional elaboration. At Level 5 the student is at articulate native speaker proficiency.

Quiero contarle un cuento. Habia un grupo de muchachos que se habia aburrido de rock, y hicieron un grupo de cumbia, para asi compar una nave de espacio y irse del pueblo. y asi ganar mucha plata en el conjunto. Organizaron el grupo musical y cumplieron todos sus compromisos, bautizos, y velorios. No le dejaban parar hasta la madrugada siguiente. Ya. despues con tanta plata que habian ganado, comparon una nave de espacio muy elegante, en el cual se fueron en ella hacia el espacio, del pueblo.

Example 19 (12-14 yrs. — Spanish)

En el Puerto Tortuga, toda la gente se habia cansado de oir la musica del rock. Los integrantes del grupo decidieron formar un grupo de musica de cumbia. Querian ganar mucho dinero para comprarse un cohete y asi, salir del pueblo.
Tocando en fiestas, bautisos y bodas cumplian con todos sus compromisos. Cuando tocaban, habia una muchacha delgadita de pelo negro, que tocaba el clarinete y un muchacho recien llegado de Jalisco le llamaban "Gaviota" un gordito que era el mejor tamorista del pueblo entero, y una muchacha la más inteligente del grupo tocaba tan bién la guitarra que todas los muchachos andaban tocando suritmos. Cuando tocaban no los dejaban ir hasta la madrugada.

Example 20 (15 yrs. & older — Spanish)



TECHNICAL NOTES
LAS® II

The data reported below are based on a number of studies conducted between 1976 and 1978. The various studies to be described involved collecting data in California, New Mexico, Texas, Michigan, New York, Oregon, Illinois and Latin America. In reporting the results of these studies, data are pooled in those cases where information is compatible.

DISCRIMINATE VALIDITY

In the first study, an attempt was made to determine the discriminate validity of the LAS II instrument. One hundred and seventy children were informally identified for linguistic competency in both English and Spanish by teachers and other school personnel familiar with the familial and socio-cultural background of each child.

In a series of one-way analyses of variance (ANOVA), the performance of children identified as hi-English/lo-Spanish (i.e., English "dominant") was compared with the performance of children identified as lo-English/hi-Spanish (i.e., Spanish "dominant") across each subtest of both the English and Spanish versions of LAS II. The results of these analyses are provided in Table 1.

TABLE 1

ANOVA: Comparison between English "Dominant"* and Spanish "Dominant"* Children on English and Spanish Test Forms (English "Dominant" N=59; Spanish "Dominant" N=111)

	On English Test				On Spanish Test			
	$\bar{x}$	sd	F	p<	$\bar{x}$	sd	F	p<
PAIRS			62.83	0.000			13.80	.0003
Eng. dom.	22.38	1.69			20.40	3.12		
Span. dom.	19.56	2.94			22.16	2.52		
LEXICAL			61.44	0.0			71.36	0.0
Eng. dom.	19.96	2.78			10.76	7.27		
Span. dom.	17.89	.21			18.86	1.58		
PHONEMES			78.77	0.00			25.99	0.0
Eng. dom.	35.92	1.45			30.30	6.66		
Span. dom.	29.87	5.68			34.78	1.45		
COMPREHENSION			50.95	0.0			14.18	.0002
Eng. dom.	9.53	.69			8.79	1.86		
Span. dom.	7.90	2.20			9.72	.55		
ORAL PROD.			70.80	0.00			35.88	0.0
Eng. dom.	3.86	.63			.10	.35		
Span. dom.	2.41	1.61			3.77	.56		
WRITTEN PROD.			37.94	0.0			666.82	0.0
Eng. dom.	3.54	.94			.08	.38		
Span. dom.	2.36	1.58			3.17	1.15		
TOTAL SCORE			108.34	0.0			55.78	0.0
Eng. dom.	86.78	2.48			70.24	15.39		
Span. dom.	75.21	11.24			85.53	4.23		

*Based on preliminary teacher identification.

As can be seen on Table 1, significant statistical differences were found between groups for every sub-test as well as for the total test.

INTER-JUDGE RELIABILITY

In an attempt to assess the inter-judge reliability of the oral and written production sections of the LAS® II several studies have been completed.

Study I. In the first study 75 students between the ages of 13 and 19 were tested in both English and Spanish. Performances on the oral production section for each language version were scored by three independent judges consisting of (1) a bilingual ESL teacher, (2) a bilingual SSL teacher and (3) a bilingual psychologist. The range of inter-rater agreement was from .84 to .96. For the English version the range of inter-rater agreement was from .84 to .96 with a mean of .89. For the Spanish version the range of inter-rater agreement was from .89 to .94 with a mean of .92.

Study II. In a more recent study the LAS® II English oral and written production sections were administered to 32 children between the ages of 12 and 17 drawn from a monolingual English-speaking middle class California suburban community. Performances were rated independently by two judges, both of whom are native English speaking teachers. On the oral production section, the per cent of inter-rater agreement was .80. On the written production section, the per cent of inter-rater agreement was .98.

Study III. In a final study of the LAS® II Spanish oral and written production sections were administered to 14 students between the ages of 12 and 18 drawn from native-Spanish-speaking students residing in a Latin American community having a similar population of middle class residents as in the above study. Performances were scored independently by two judges, both teachers whose first language is Spanish. Per cent of inter-rater agreement was .80 on the oral production section and on the written production section there was 1.00, or perfect, agreement.

INTERSCALE CORRELATIONS

The relationships between the sub-tests were examined by correlating each sub-test with every other sub-test as well as with total score. Table 2 provides the intercorrelation matrix for both English and Spanish forms of the test. The data reported herein were pooled from several different geographic populations throughout the United States.

TABLE 2
Interscale Correlations for Eng./Span. Subscales (N=283)

		SPANISH						
		PHON	PAIRS	LEX	COMP	PROD	TOTAL	SWR
ENGLISH	PHON		.87	.82	.88	.64	.81	-.15
	PAIRS	.76		.71	.79	.54	.77	-.24
	LEX	.83	.73		.84	.83	.88	+.08
	COMP	.77	.70	.81		.63	.80	-.12
	PROD	.66	.58	.63	.67		.86	.28
	TOTAL	.59	.51	.61	.59	.56		.05
	EWR	.59	.48	.46	.53	.69	.41	

ENGLISH

SPANISH

As can be seen, the interscale correlations are substantial within both English and Spanish forms with only one expection: Spanish written production. The low correlation between Spanish written production and overall oral Spanish linguistic competency is perhaps explained by the overall achievement for Spanish speakers in the United States, where with the exception of bilingual programs, written Spanish production is not part of the daily curriculum.

NORMATIVE DATA

In the first study, the scores for children identified as monolinguals in either English or Spanish* were pooled to generate the normative data provided in Tables 3 and 4. These data were collected throughout the United States and are based on approximately an equal number of boys and girls between the ages of 12 and 19. As can be seen, there are few, if any, systematic age differences.

TABLE 3
Mean Scores on LAS® II-English for English Monolingual Speakers by Age (Study I)

AGE	Pairs $\bar{x}$	Pairs sd	Lexical $\bar{x}$	Lexical sd	Phonemes $\bar{x}$	Phonemes sd	Comprehension $\bar{x}$	Comprehension sd	Oral Production $\bar{x}$	Oral Production sd	Total $\bar{x}$	Total sd	Written Prod. $\bar{x}$	Written Prod. sd
12/14 (N=159)	22.59	1.47	19.06	.20	35.69	1.00	9.53	.74	3.88		87.28	2.55	3.27	1.04
15+ (N=152)	22.73	1.28	19.06	.16	34.78	1.41	9.35	.63	3.71		86.43	2.78	3.74	.83

TABLE 4
Mean Scores on LAS® II-Spanish for Spanish Monolingual Speakers by Age

AGE	Pairs $\bar{x}$	Pairs sd	Lexical $\bar{x}$	Lexical sd	Phonemes $\bar{x}$	Phonemes sd	Comprehension $\bar{x}$	Comprehension sd	Oral Production $\bar{x}$	Oral Production sd	Total $\bar{x}$	Total sd	Written Prod. $\bar{x}$	Written Prod. sd
12/14 (N=111)	22.15	1.78	19.56	.50	33.89	1.67	9.62	.60	3.64	.55	85.23	3.52	2.77	1.83
15+ (N=118)	22.22	2.68	19.69	.60	34.80	1.33	9.94	.20	3.80	.53	86.66	3.82	3.58	.59

In examination of the cut-offs for Level II, it is perhaps noteworthy that the scores or cut-off levels are somewhat narrower than for Level I. This is because the SD for the total test is only 3.8 points as opposed to 6.00+ for LAS Level I. This would be due to developmental differences on Level I.

A second study was conducted with 31 monolingual English speakers between the ages of 12 and 17 residing in a middle class, California suburb. The results of this study are summarized in Table 5.

TABLE 5
Mean Scores on LAS® II-English for English Monolingual Speakers by Age (Study I)

AGE	Pairs $\bar{x}$	Pairs sd	Lexical $\bar{x}$	Lexical sd	Phonemes $\bar{x}$	Phonemes sd	Comprehension $\bar{x}$	Comprehension sd	Oral Production $\bar{x}$	Oral Production sd	Total $\bar{x}$	Total sd	Written Prod. $\bar{x}$	Written Prod. sd
12/14 (N=18)	22.34	1.41	19.72	.67	35.00	.84	9.78	.43	5.00	.0	98.36	1.03	4.00	.69
15+ (N=13)	23.00	1.15	19.85	.38	35.46	.66	9.85	.38	4.85	.38	97.55	3.73	4.46	.66
Total (N=31)	22.61	1.33	19.77	.56	35.19	.79	9.81	.40	4.95	.25	98.02	2.52	4.19	.70

*That is, English speakers with a Relative Linguistic Proficiency (RLP) of 5/1 (5 in English and 1 in Spanish) and Spanish speakers with an RLP of 1/5 (1 in English and 5 in Spanish).

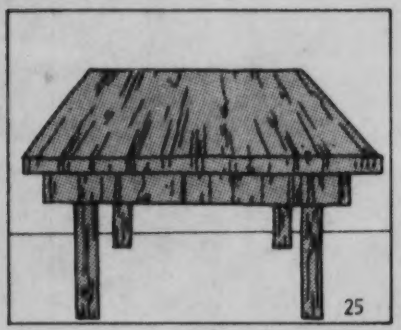
A third study is currently being conducted with native Spanish speakers, aged 12-18, in an urban Latin American site. The preliminary results of this study are summarized in Table 6.

TABLE 6
Mean Scores on LAS® II-Spanish for Spanish Monolingual Speakers by Age (Study III)

AGE	Pairs		Lexical		Phonemes		Comprehension		Oral Production		Total		Written Prod.	
	$\bar{x}$	sd	$\bar{x}$	sd	$\bar{x}$	sd	$\bar{x}$	sd	$\bar{x}$	sd	$\bar{x}$	sd	$\bar{x}$	sd
12/14 (N=5)	18.60	.89	20.00	.0	31.20	2.28	9.60	.55	4.80	.45	93.60	5.57	4.60	.55
15+ (N=9)	21.22	1.39	19.67	1.00	33.44	1.13	9.67	.71	4.78	.44	95.00	4.40	4.56	.53
Total (N=14)	20.29	1.77	19.79	.80	32.64	1.91	9.64	.63	4.79	.43	94.50	4.69	4.57	.51

While the data collected so far are supportive of the validity and reliability of both language versions of the LAS® II, new data are currently being collected which will extend the normative base to a wider sample of English and Spanish-speaking populations.

CUE PICTURES FOR LAS®II
English Version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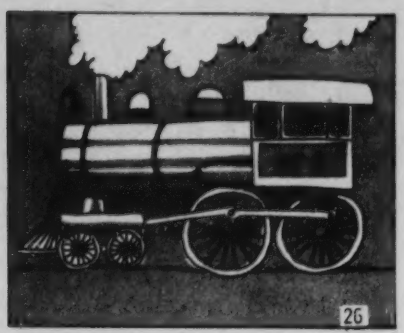
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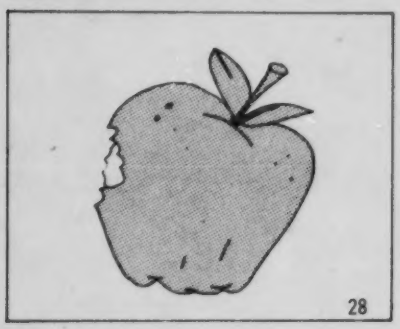
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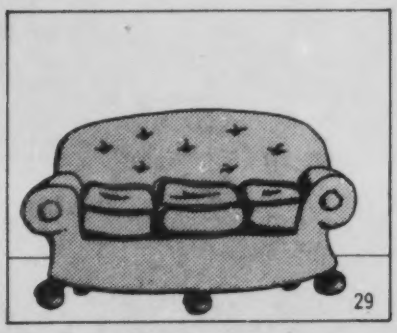
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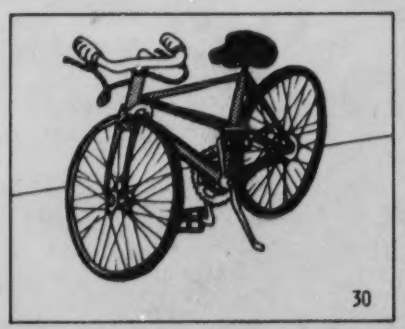
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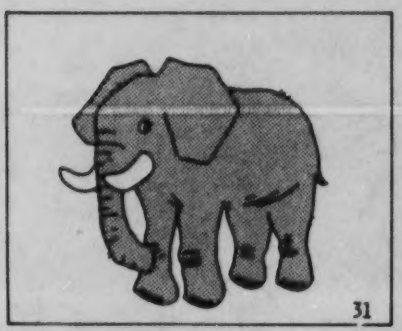
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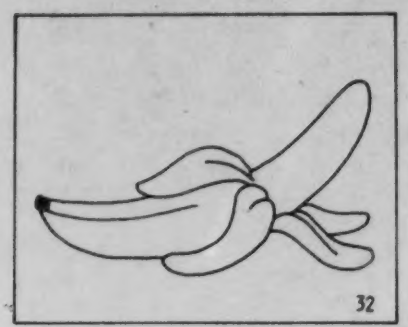
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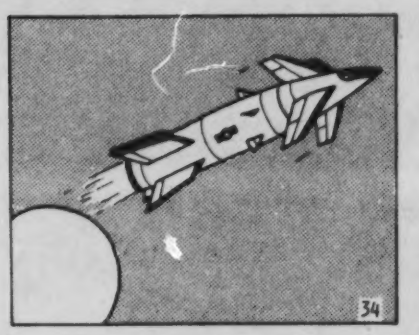
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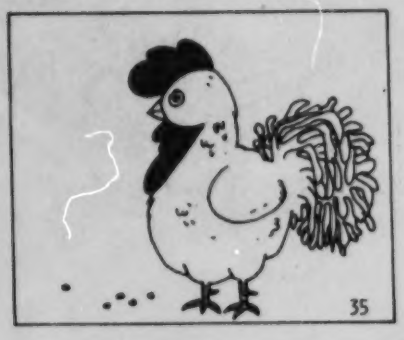
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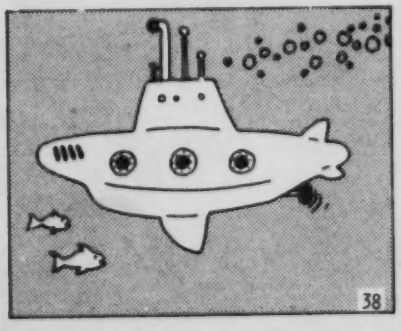
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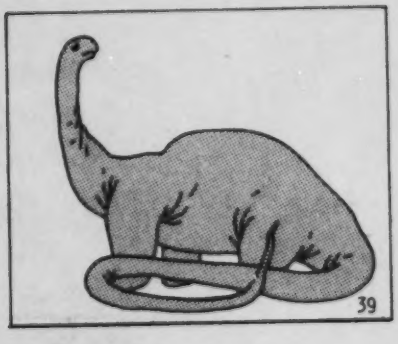
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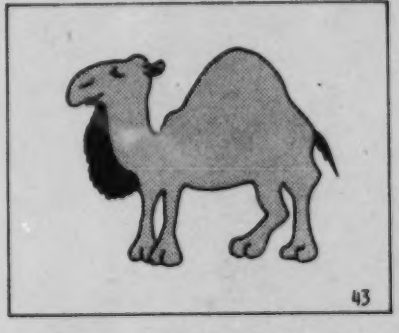
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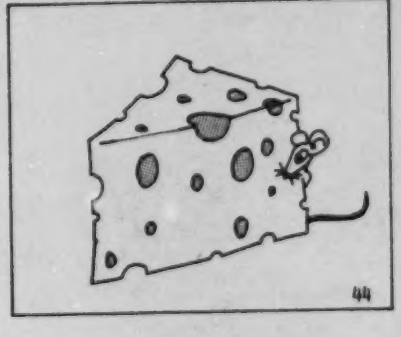
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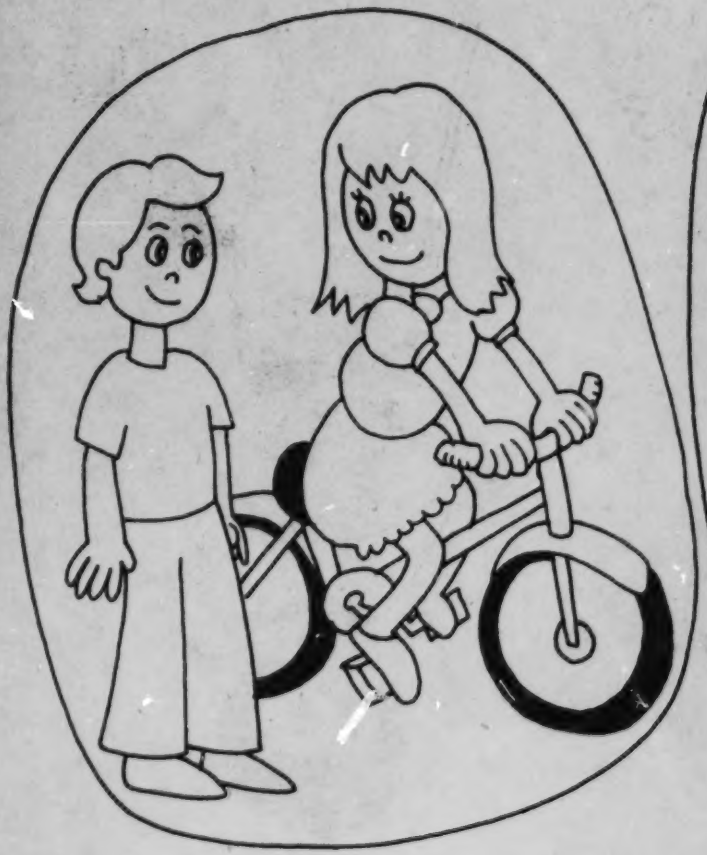

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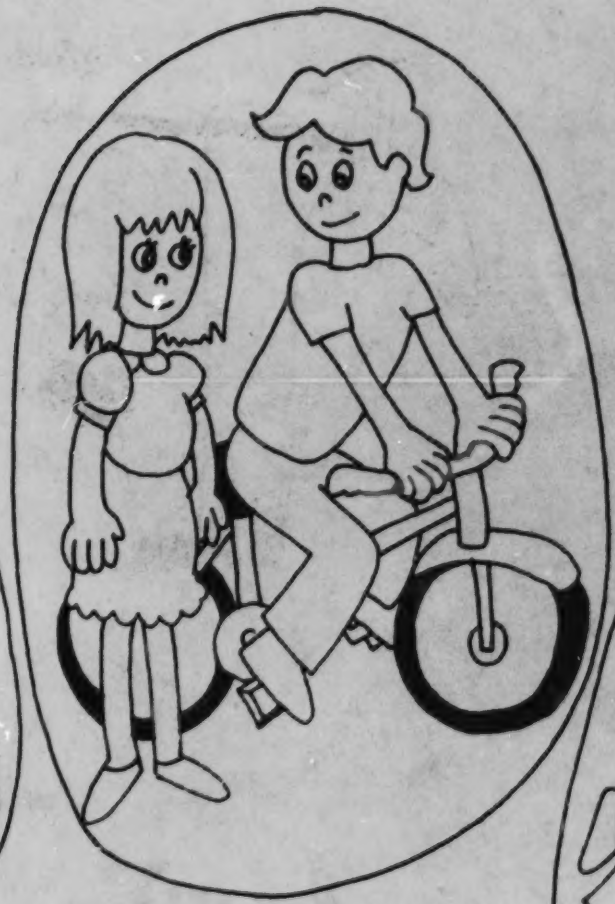

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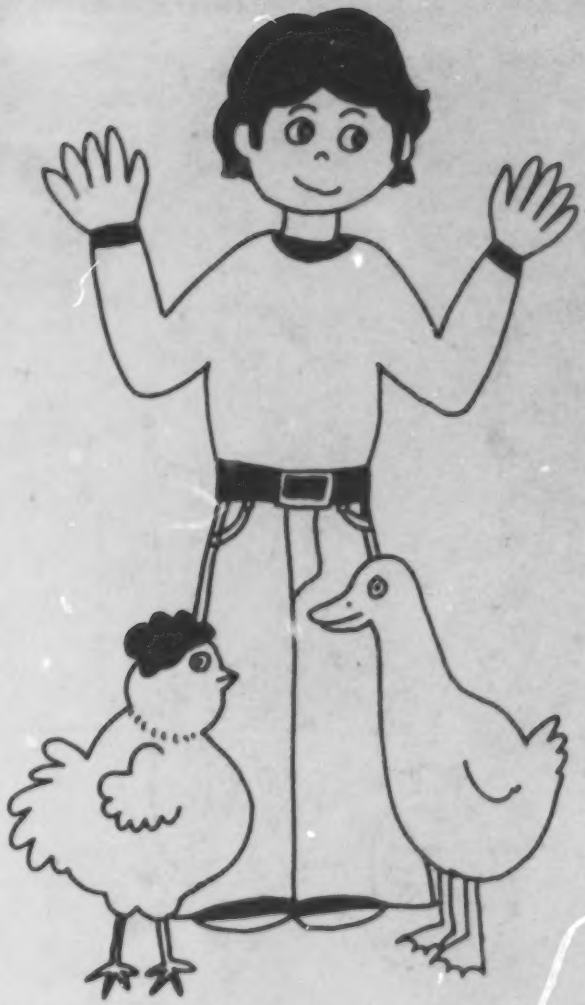

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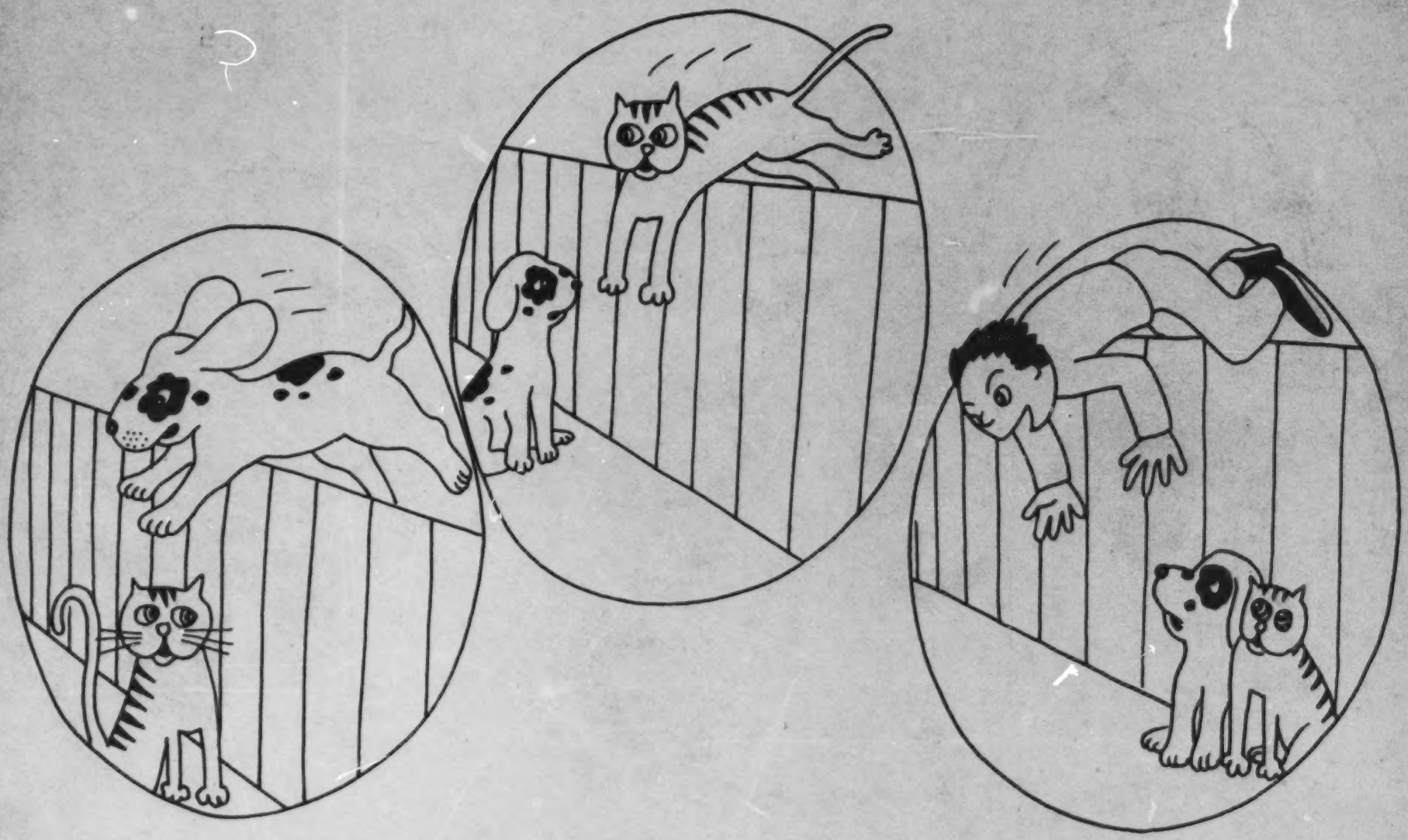

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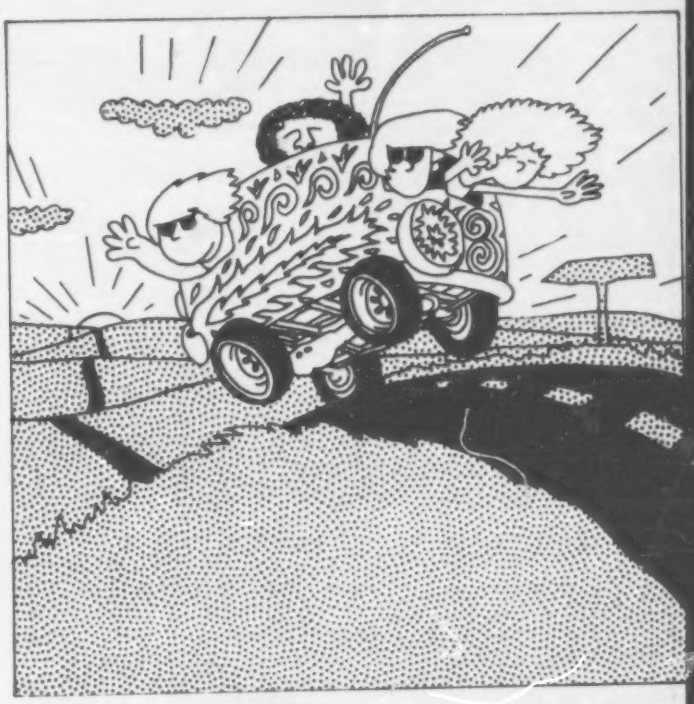
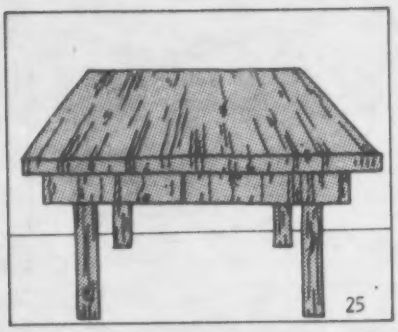


CUE PICTURES FOR LAS® II
Spanish Version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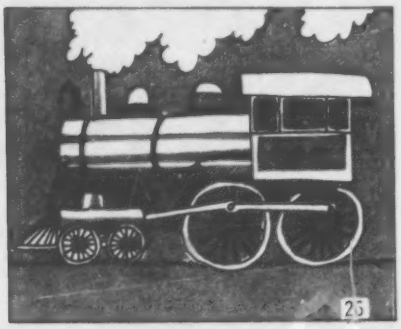
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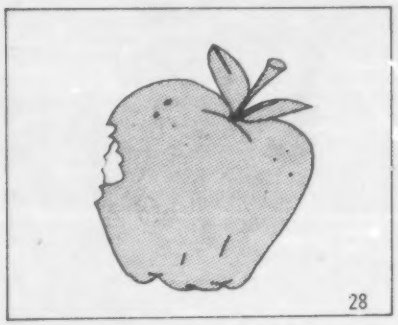
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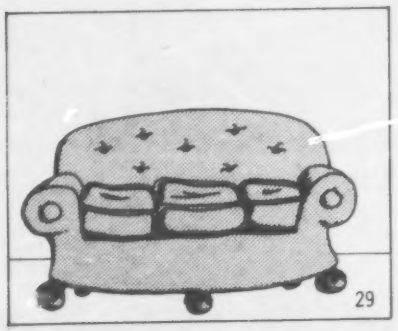
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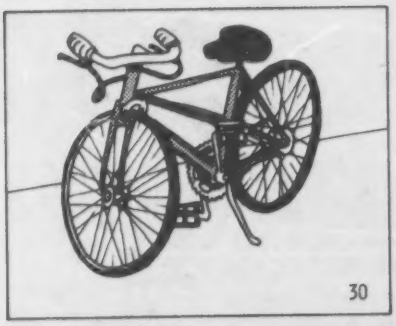
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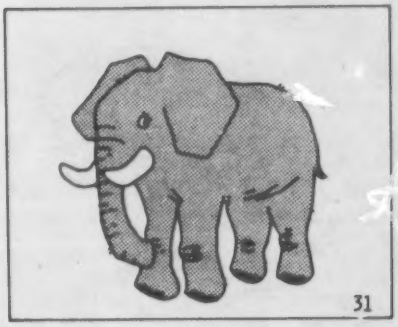
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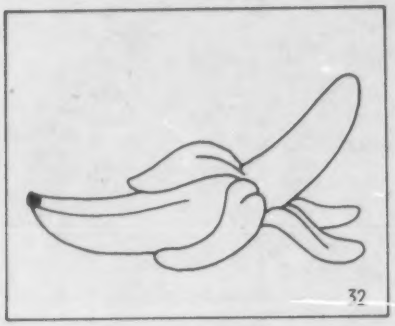
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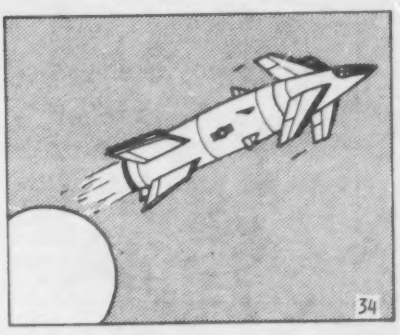
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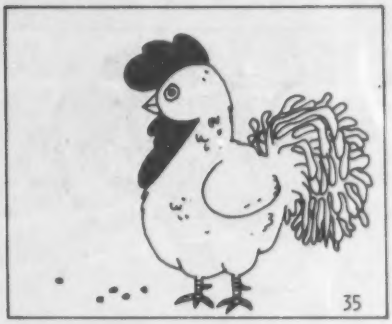
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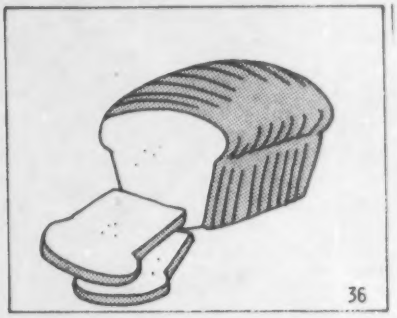
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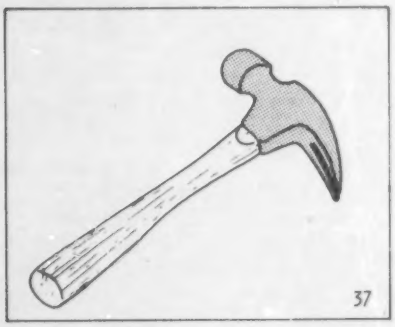
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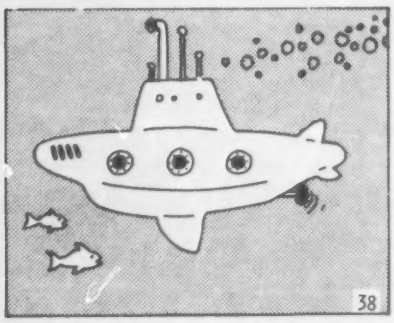
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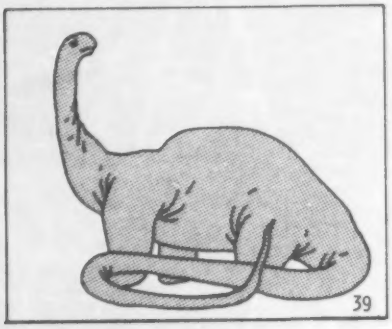
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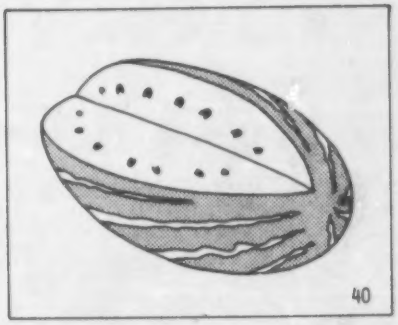
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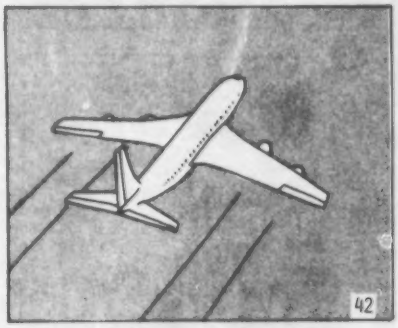
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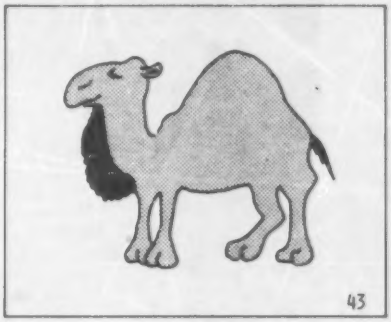
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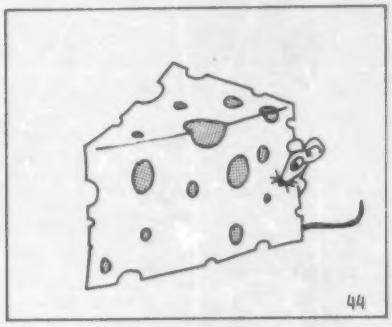
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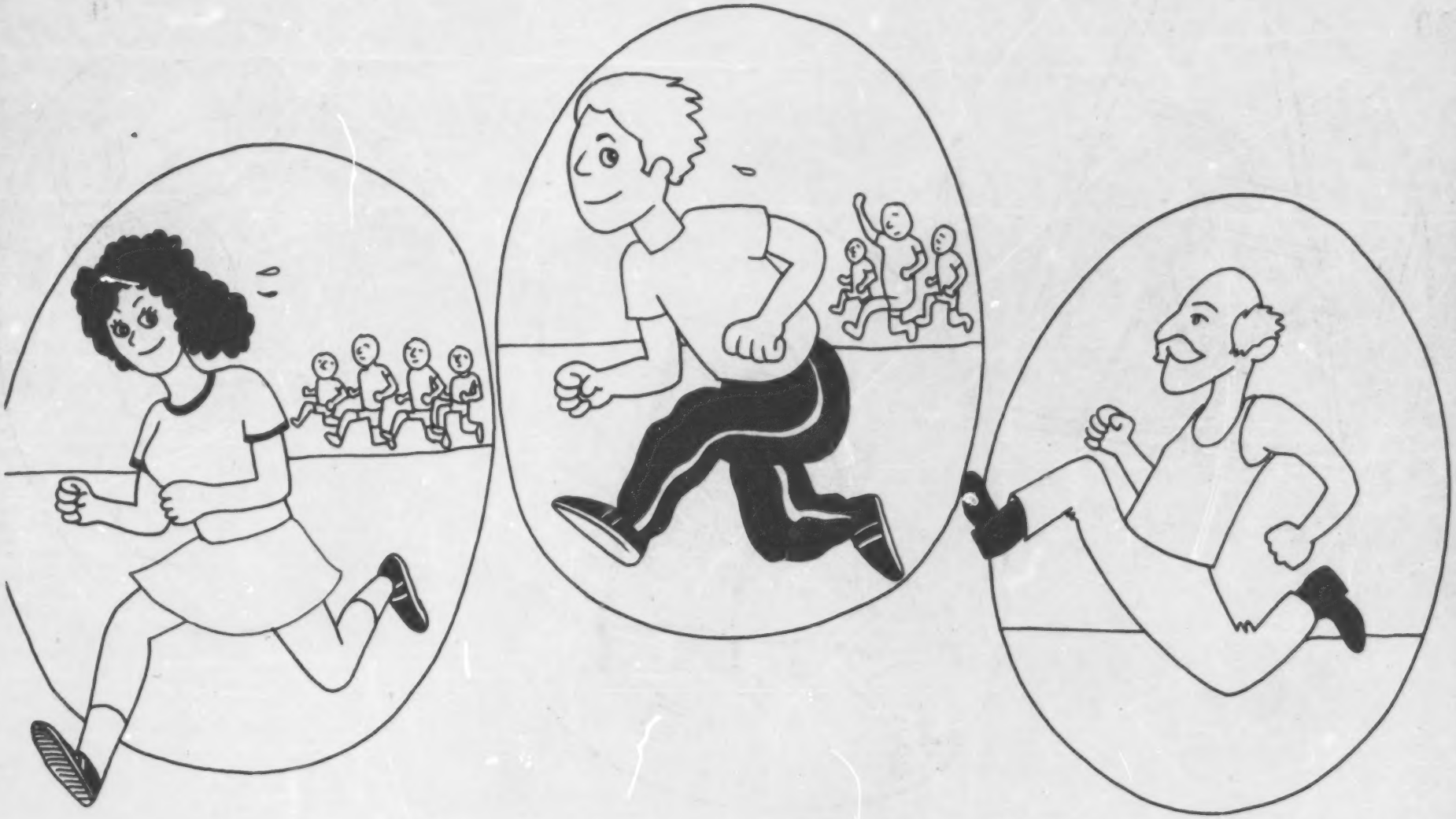

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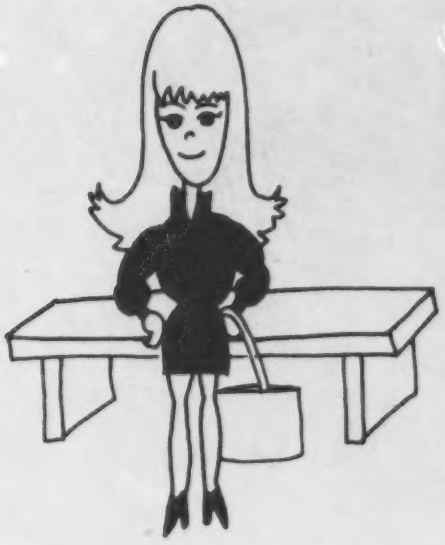

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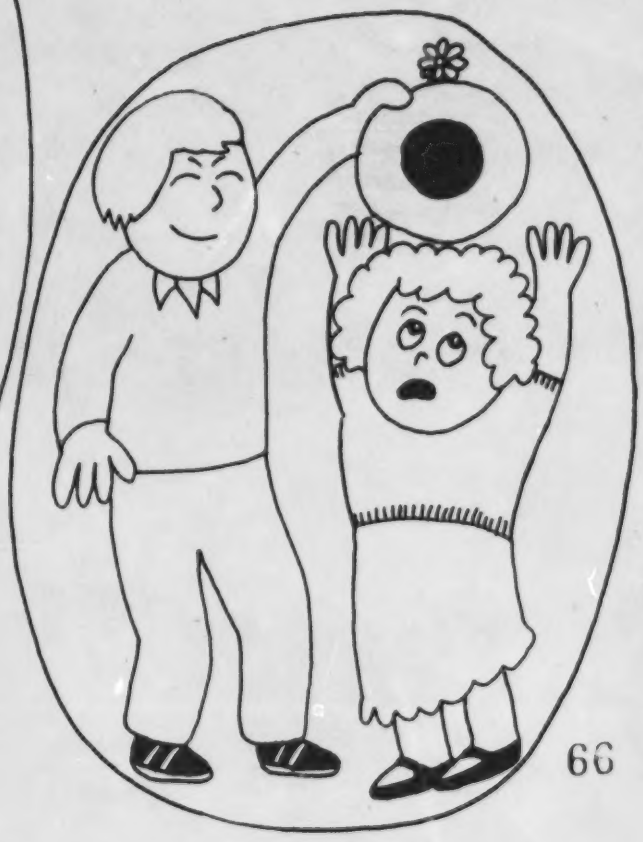

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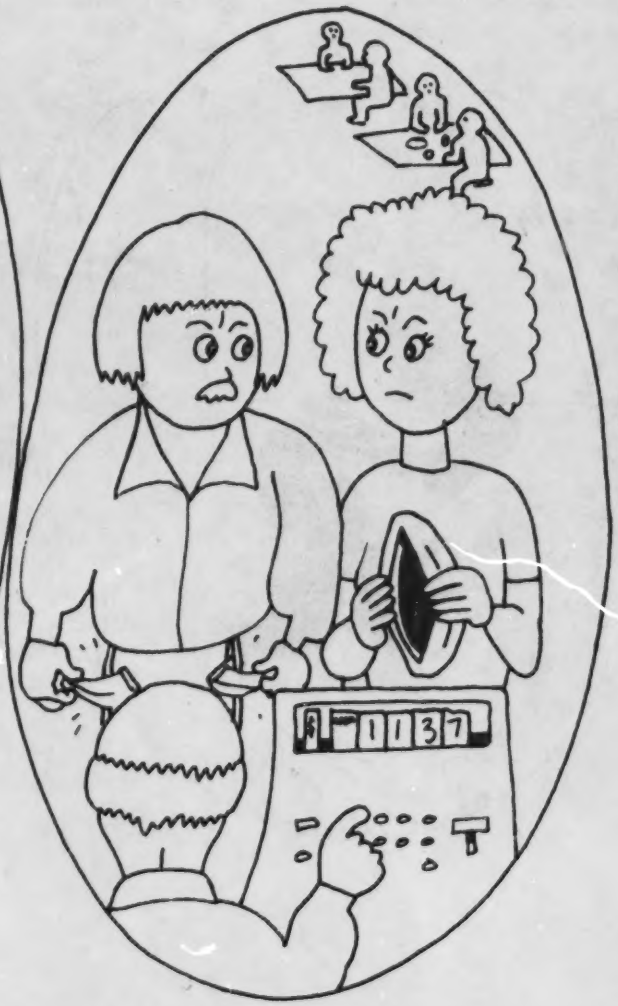

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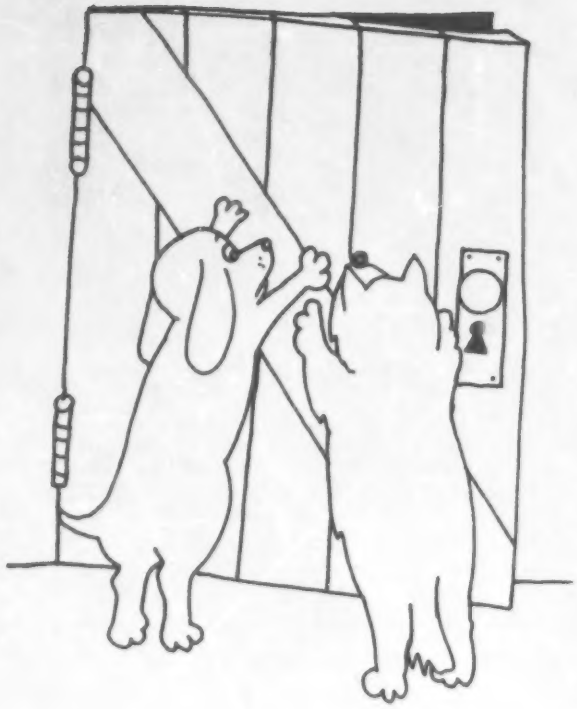

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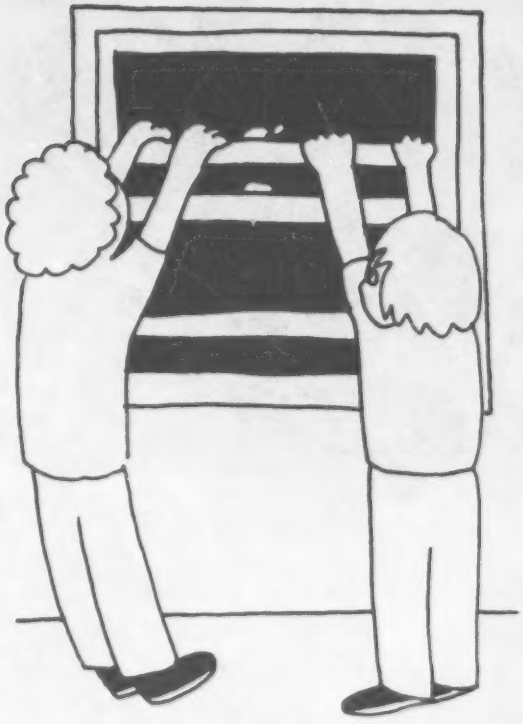

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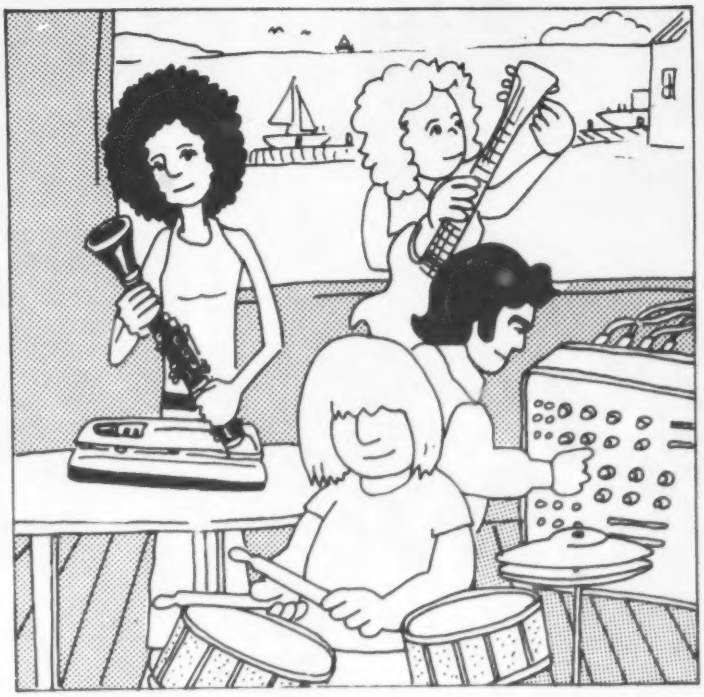

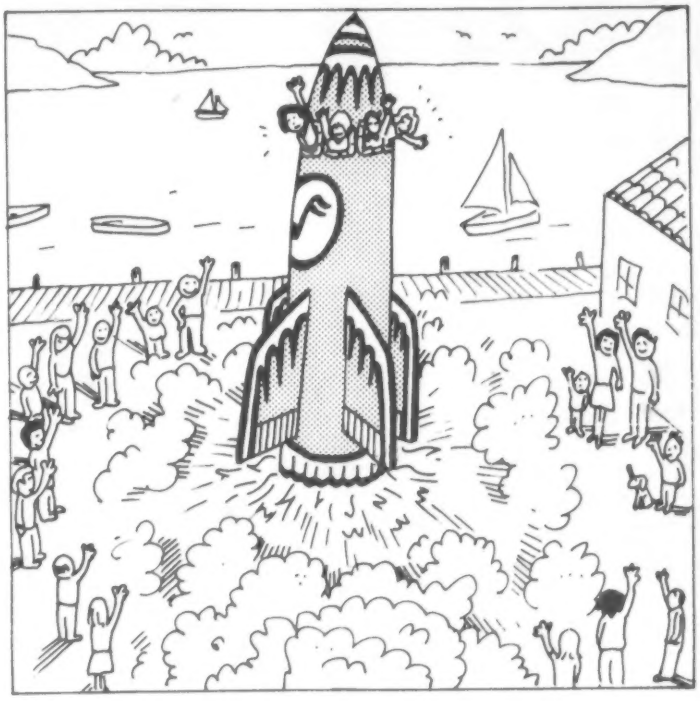

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